I. Course Description

From the SFASU course catalog: “This course will focus on disciplinary literacy processes, language development and conventions of reading, writing, speaking, listening and creating in the content areas. Emphasis will be on instructional, comprehension and communication strategies appropriate for disciplinary literacy instruction and assessment and for working with culturally and linguistically diverse learners to improve communication skills.”

II. Intended Learning Outcomes/Goals/Objectives

Program Learning Outcomes:

The candidate will develop and adapt content specific instruction based on the needs of diverse students in a global and digital society.

The candidate will develop and adapt data-driven assessment based on the needs of diverse students in a global and digital society.
The candidate will design an effective classroom management plan for diverse learner centered educational settings.

The candidate will demonstrate critical pedagogical strategies and professional dispositions through analyses of contemporary issues in education.

Student Learning Outcomes:

The candidates will explain and model various vocabulary, questioning, and comprehension strategies used by fluent readers and teach effective study skills strategies.

The candidates will provide instruction and model what, when, and how to use disciplinary literacy strategies with print and non-print-based texts.

The candidates will understand how various factors such as content, purpose, tasks, and setting influence the reading process.

The candidates will recognize the importance of teaching reading as a social practice rather than a discreet series of skills and the importance of embedding reading instruction in a meaningful context for the purpose of accomplishing specific, authentic tasks or for pleasure.

A. GOALS AND OBJECTIVES:

COMMISSIONER STANDARDS: ASSESSMENT FOR CONTEMPORARY CLASSROOMS

1A(i) Teachers develop lessons that build coherently toward objectives based on course content, curriculum scope and sequence, and expected student outcomes.

1A(ii) Teachers effectively communicate goals, expectations, and objectives to help all students reach high levels of achievement.

1A(iii) Teachers connect students' prior understanding and real-world experiences to new content and contexts, maximizing learning opportunities.

1B(i) Teachers plan instruction that is developmentally appropriate, is standards driven, and motivates students to learn.

1B(ii) Teachers use a range of instructional strategies, appropriate to the content area, to make subject matter accessible to all students.

1B(iii) Teachers use and adapt resources, technologies, and standards-aligned instructional materials to promote student success in meeting learning goals.

1C(iii) Teachers integrate the use of oral, written, graphic, kinesthetic, and/or tactile methods to teach key concepts.

1E(i) Teachers set high expectations and create challenging learning experiences for students, encouraging them to apply disciplinary and cross-disciplinary knowledge to real-world problems.

1E(ii) Teachers provide opportunities for students to engage in individual and collaborative critical thinking and problem solving.
1E(iii) Teachers incorporate technology that allows students to interact with the curriculum in more significant and effective ways, helping them reach mastery.

2B(iii) Teachers understand the role of language and culture in learning and know how to modify their practices to support language acquisition so that language is comprehensible and instruction is fully accessible.

3B(iii) Teachers promote literacy and the academic language within the discipline and make discipline-specific language accessible to all learners.

PPR TEST FRAMEWORK

1F. Uses knowledge of cognitive changes in students in early childhood through adolescence (e.g., from an emphasis on concrete thinking to the emergence and refinement of abstract thinking and reasoning, increased ability to engage in reflective thinking, increased focus on the world beyond the school setting) to plan developmentally appropriate instruction and assessment that promote learning and development.

1L. Recognizes the importance of helping students in early childhood through grade 12 learn and apply life skills (e.g., decision-making skills, organizational skills, goal-setting skills, self-direction, workplace skills).

2H. Knows the ELPS in the domains of listening and speaking in accordance with the proficiency-level descriptors for the beginning, intermediate, advanced, and advanced-high levels.

2I. Knows the ELPS in the domains of reading and writing in accordance with the proficiency-level descriptors for beginning, intermediate, advanced and advanced-high levels.

4D. Recognizes how characteristics of students at different developmental levels (e.g., limited attention span and need for physical activity and movement for younger children; importance of peers, search for identity, questioning of values, and exploration of long-term career and life goals for older students) impact teaching and learning.

4E. Stimulates reflection, critical thinking and inquiry among students (e.g., supports the concept of play as a valid vehicle for young children’s learning; provides opportunities for young children to manipulate materials and to test ideas and hypotheses; engages students in structured, hands-on problem-solving activities that are challenging; encourages exploration and risk-taking; creates a learning community that promotes positive contributions, effective communication and the respectful exchange of ideas).

4F. Enhances learning for students by providing age-appropriate instruction that encourages the use and refinement of higher-order thinking skills (e.g., prompting students to explore ideas from diverse perspectives; structuring active learning experiences involving cooperative learning, problem solving, open-ended questing and inquiry; promoting students’ development of research skills).

4M. Incorporates students’ different approaches to learning (e.g., auditory, visual, tactile, kinesthetic) into instructional practices.
4N. Provides instruction to ensure that students can apply various learning strategies (e.g., using prior knowledge, metacognition, graphic organizers) across content areas, in accordance with the ELPS.

4O. Provides instruction in a manner that is linguistically accommodated (communicated, sequenced and scaffolded) to the student’s level of English-language proficiency to ensure that the student learns the knowledge and skills across content areas, in accordance with the ELPS.

9A. Demonstrates knowledge of basic terms and concepts of current technology (e.g., hardware, software applications and functions, input/output devices, networks).

9B. Understands issues related to the appropriate use of technology in society and follows guidelines for the legal and ethical use of technology and digital information. (e.g., privacy guidelines, copyright laws, acceptable use policies).

9C. Applies procedures for acquiring, analyzing, and evaluating electronic information (e.g., locating information on networks, accessing and manipulating information from secondary storage and remote devices, using online help and other documentation, evaluating electronic information for accuracy and validity.

9D. Knows how to use task-appropriate tools and procedures to synthesize knowledge, create and modify solutions and evaluate to support the work of individuals and groups in problem-solving situations and project based learning activities (e.g., planning, creating, and editing word processing documents, spreadsheet documents and databases; using graphic tools; participating in electronic communities as learner, initiator and contributor; sharing information through online communication).

13B. Knows and adheres to legal to ethical requirements regarding the use of educational resources and technologies (e.g., copyright, Fair Use, data security, privacy, acceptable use policies).

ESL STANDARDS:

1A. Understands the nature of language and basic concepts of language systems (e.g., phonology, morphology, syntax, lexicon, semantics, discourse, pragmatics) and uses this understanding to facilitate student learning in the ESL classroom.

1B. Knows the functions and registers of language (e.g., social versus academic language) in English and uses this knowledge to develop and modify instructional materials, deliver instruction and promote ESL students’ English-language proficiency.

1C. Understands the interrelatedness of listening, speaking, reading and writing and uses this understanding to develop ESL students’ English-language proficiency.

1D. Knows the structure of the English language (e.g., word formation, grammar, vocabulary and syntax) and the patterns and conventions of written and spoken English and uses this knowledge to model and provide instruction to develop the foundation of English mechanics necessary to understand content-based instruction and accelerated learning of English in accordance with the English Language Proficiency Standards.
2A. Knows applicable Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS) and knows how to design and implement appropriate instruction to address the domains of listening, speaking and reading and writing.

2C. Applies knowledge of effective practices, resources and materials for providing content-based ESL instruction, engaging students in critical thinking and fostering students’ communicative competence.

2D. Knows how to integrate technological tools and resources into the instructional process to facilitate and enhance student learning.

3C. Applies knowledge of effective practices, resources and materials for providing content-based ESL instruction, engaging students in critical thinking and fostering students’ communicative competence.

3D. Knows how to integrate technological tools and resources into the instructional process to facilitate and enhance student learning.

4A. Knows applicable Texas Essential Knowledge and Skills (TEKS) and the English Language Proficiency Standards (ELPS) and knows how to design and implement appropriate instruction to address the proficiency level descriptors for the beginning, intermediate, advanced and advanced-high levels in the listening and speaking domains.

4B. Understands the role of the linguistic environment and conversational support in second-language development and uses this knowledge to provide a rich, comprehensible language environment with supported opportunities for communication in English.

4C. Applies knowledge of practices, resources and materials that are effective in promoting students’ communicative competence in English.

4D. Understands the interrelatedness of listening, speaking, reading and writing and uses this knowledge to select and use effective strategies for developing students’ oral language proficiency in English in accordance with the ELPS.

4E. Applies knowledge of effective strategies for helping ESL students transfer language skills from L1 to L2.

5B. Understands the interrelatedness of listening, speaking, reading and writing and uses this knowledge to select and use effective strategies for developing students’ literacy in English.

5C. Understands that English is an alphabetic language and applies effective strategies for developing ESL students’ phonological knowledge and skills (e.g., phonemic awareness skills, knowledge of English letter-sound associations, knowledge of common English phonograms) and sight-word vocabularies (e.g., phonetically irregular words, high-frequency words).

5F. Applies knowledge of individual differences (e.g., developmental characteristics, cultural and language background, academic strengths, learning styles) to select focused, targeted and systematic second language acquisition instruction to English-
language learners in grade 3 or higher who are at the beginning or intermediate level of English-language proficiency in reading and/or writing in accordance with the ELPS.

6A. Applies knowledge of effective practices, resources and materials for providing content-based ESL instruction that is linguistically accommodated (communicated, sequenced and scaffolded) to the student’s levels of English-language proficiency; engaging students in critical thinking; and developing students’ cognitive-academic language proficiency across content areas.

6C. Applies knowledge of individual differences (e.g., developmental characteristics, cultural and language background, academic strengths, learning styles) to select instructional strategies and resources that facilitate ESL students’ cognitive-academic language development and content-area learning.

6D. Knows personal factors that affect ESL students’ content-area learning (e.g., prior learning experiences, familiarity with specialized language and vocabulary, familiarity with the structure and uses of textbooks and other print resources) and applies effective strategies for addressing those factors.

9A. Understands cultural and linguistic diversity in the ESL classroom and other factors that may affect students’ learning of academic content, language and culture (e.g., age, developmental characteristics, academic strengths and needs, preferred learning styles, personality, sociocultural factors, home environment, attitude, exceptionalities).

III. Course Assignments, Activities, Instructional Strategies, use of Technology

There are 1260 points available to be earned in SED 372. These are made possible through a variety of assessment strategies.

Pre/During/Post Reading Strategies (4 @ 50 pts each): Students will create various products that reflect class topics and models of instructional and comprehension strategies they will later use with students in the classroom. They will include, but are not limited to: a CLOZE reading, assessment, a Fry Readability graph, an Interactive Guided Worksheet, a R.A.F.T. writing assignment, an Article abstract with citation, and/or a Portfolio of pre/during/post strategies.

Reading Logs (6 @ 50 pts each): Students will read chapters in the text, articles, and other handouts and prepare a brief, written response.

Field Experience Reflections (6 @ 50 pts): Students will relate their own experiences in the classroom with the methods and issues discussed in the assigned readings.

Case Studies (6 @ 50 pts): Students will read various case studies and briefly respond to questions about them.

Quizzes (6 @ 10 pts): Each module contains a quiz. Each one is worth 10 points and will be graded on a completion basis.
Portions of all assignments, including due dates, are subject to alteration or variation in some form.

IV. Evaluation and Assessments (Grading)

The professor ultimately determines the course grade based on quality of work, timeliness, effort, progress, and participation. However, the following scale may be used as a rough guideline:

1135 – 1260 points = A
1009 – 1134 points = B
883 – 1008 points = C
757 – 882 points = D*
756 or fewer points = F*

*Students in education certification programs must earn a “C” or better in each pedagogy course before progressing to the next course/level. A student earning a grade less than “C” in a pedagogy course must repeat the course and earn a “C” or better before the course counts toward certification.

QUALITY OF ASSIGNMENTS

ALL SUBMITTED ASSIGNMENTS ARE CHECKED BY PLAGIARISM SOFTWARE. PLAGIARISM WILL NOT BE TOLERATED. TurnItIn.com checks student work for potential plagiarism by comparing it against the world’s largest comparison database.

All assignments are to be submitted in a timely, professional manner. This includes proper use of grammar, correct spelling, and appropriate formatting. These elements will be considered as part of your grade on each assignment you submit. As a teacher, you should want only the best for and from your students. As your professor, I want the same from you and will hold you to a standard of excellence. Remember that the quality of work you present reflects the quality of your desire to be an exceptional teacher.

I do understand that sometimes your cat really is sick, or your computer really is broken, or you really were unable to find a copy of the textbook. But I probably won’t believe you, just as your employer probably won’t believe you, just as you probably won’t believe your students when they give you excuses. Students should always save and back-up their work files. Computer problems are inevitable, but please have a second computer available (school, work, home, library, etc) so that you can submit your assignments. Always avoid the online equivalent of the excuse “The dog ate my homework,” which is “My computer/network/internet was down.”
V. Tentative Course Outline/Calendar

<table>
<thead>
<tr>
<th>Due date</th>
<th>Learning Module</th>
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<tbody>
<tr>
<td>Mon, Sept 18</td>
<td>Module 1</td>
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<tr>
<td>Mon, Oct 2</td>
<td>Module 2</td>
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<tr>
<td>Mon, Oct 16</td>
<td>Module 3</td>
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<td>Mon, Oct 30</td>
<td>Module 4</td>
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<tr>
<td>Mon, Nov 27</td>
<td>Module 5</td>
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<td>Fri, Dec 15</td>
<td>Module 6</td>
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There is no final exam for this course.

Submissions via email will not be accepted.

VI. Texts and Other Resources


2. Access to a textbook in your content. You may purchase, borrow, and check out from the library. If your content does not typically call for a textbook, a how-to or skills book may take its place.

3. Access to printed copy of TEKS in your content area and ELPS. Available - [TEKS](#) and [ELPS](#)

4. FEM: In this course you must purchase and activate the LiveText add-on, Field Experience Module (FEM), PRIOR to your first day of field experience/clinical teaching. Failure to purchase and activate the account and/or submit the required assignment(s) within the FEM system may result in course failure. FEM must be purchased from www.livetext.com for a fee of $18.00 for a multiple year subscription.

5. LiveText: This course uses the LiveText data management system to collect critical assessments for students who are Perkins College of Education majors (undergraduate, graduate, and doctoral) or majors in other colleges seeking educator certification through the Perkins College of Education. Students who do not have an existing LiveText account will receive an access code via the SFA email system within the first week of class. You will be required to register your LiveText account, and you will be notified how to do this via email. If you forward your SFA e-mail to another account and do not receive an e-mail concerning LiveText registration, please be sure to check your junk mail folder and your spam filter for these e-mails.
If you have questions about obtaining or registering your LiveText account, call ext. 1267 or e-mail SFALiveText@sfasu.edu. Once LiveText is activated, if you have technical questions, call ext. 7050 or e-mail livetext@sfasu.edu. Failure to activate the account and/or submit the required assignment(s) within the LiveText system may result in course failure.

VII. Course Evaluations

Near the conclusion of each semester, students in the College of Education electronically evaluate courses taken within the COE. Evaluation data is used for a variety of important purposes including: 1. Course and program improvement, planning, and accreditation; 2. Instruction evaluation purposes; and 3. Making decisions on faculty tenure, promotion, pay, and retention. As you evaluate this course, please be thoughtful, thorough, and accurate in completing the evaluation. Please know that the COE faculty is committed to excellence in teaching and continued improvement. Therefore, your response is critical!

In the College of Education, the course evaluation process has been simplified and is completed electronically through MySFA. Although the instructor will be able to view the names of the students who complete the survey, all ratings and comments are confidential and anonymous, and will not be available to the instructor until after final grades are posted.

VIII. Student Ethics and Other Policy Information

STUDENTS WITH DISABILITIES
To obtain disability related accommodations and/or auxiliary aids, students with disabilities must contact the Office of Disability Services (ODS), Human Services Building, Room 325, (936) 468-3004/(936) 469-1004 (TDD) as early as possible in the semester. Once verified, ODS will notify the course instructor and outline the accommodations and/or auxiliary aids to be provided.

ACADEMIC HONESTY
It is the policy of Stephen F. Austin State University that academic dishonesty is a completely unacceptable mode of conduct and will not be tolerated in any form. All persons involved in academic dishonesty will be disciplined in accordance with University regulations and procedures. Discipline may include suspension or expulsion from the University. (see Academic Integrity A-9.1)

Definition of Academic Dishonesty
Academic dishonesty includes both cheating and plagiarism. Cheating includes, but is not limited to:
- using or attempting to use unauthorized materials on any class assignment or exam;
- falsifying or inventing of any information, including citations, on an assignment;
- helping or attempting to help another in an act of cheating or plagiarism.

Plagiarism is presenting the words or ideas of another person as if they were one’s own. Examples of plagiarism include, but are not limited to:
- submitting an assignment as one's own work when it is at least partly the work of another person;
- submitting a work that has been purchased or otherwise obtained from the Internet or another source;
- incorporating the words or ideas of an author into one's paper or presentation without giving the author credit.

Penalties for Academic Dishonesty
Penalties may include, but are not limited to, reprimand, no credit for the assignment or exam, re-submission of the work, make-up exam, failure of the course, or expulsion from the university.

Student Appeals
A student who wishes to appeal decisions related to academic dishonesty should follow procedures outlined in Academic Appeals by Students (6.3).

Withheld Grades: Policy 5.5
At the discretion of the instructor of record and with the approval of the academic unit head, a grade of WH will be assigned only if the student cannot complete the course work because of unavoidable circumstances. Students must complete the work within one calendar year from the end of the semester in which they receive a WH, or the grade automatically becomes an F, except as allowed through policy [i.e., Active Military Service (6.14)]. If students register for the same course in future semesters, the WH will automatically become an F and will be counted as a repeated course for the purpose of computing the grade point average.

Student Code of Conduct: Policy 10.4
Classroom behavior should not interfere with the instructor’s ability to conduct the class or the ability of other students to learn from the instructional program. Unacceptable or disruptive behavior will not be tolerated. Students who disrupt the learning environment may be asked to leave class and may be subject to judicial, academic or other penalties. This policy applies to all instructional forums, including electronic, classroom, labs, discussion groups, field trips, etc. The instructor shall have full discretion over what behavior is appropriate/inappropriate in the classroom. Students who do not attend class regularly or who perform poorly on class projects/exams may be referred to the iCare: Early Alert Program at SFA. Information regarding the iCare program is found at [http://www.sfasu.edu/judicial/earlyalert.asp](http://www.sfasu.edu/judicial/earlyalert.asp) or call the office at 936-468-2703.

IX. Other Relevant Course Information
To complete Certification/Licensing Requirements in Texas related to public education and other professional settings, you will be required to:

1. Undergo criminal background checks for field or clinical experiences on public school campuses; the public school campuses are responsible for the criminal background check; YOU
are responsible for completing the information form requesting the criminal background check. If you have a history of criminal activity, you may not be allowed to complete field or clinical experiences on public school campuses. At that point, you may want to reconsider your major while at SFASU.

2. Provide one of the following primary ID documents: passport, driver’s license, state or providence ID cards, a national ID card, or military ID card to take the TExES exams (additional information available at www.texes.ets.org/registrationBulletin/ YOU must provide legal documentation to be allowed to take these mandated examinations that are related to certification/licensing requirements in Texas. If you do not have legal documentation, you may want to reconsider your major while at SFASU.

3. Successfully complete state mandated a fingerprint background check. If you have a history of criminal activity, you may want to reconsider your major while at SFASU.

For further information concerning this matter, contact Katie Snyder Martin at 936-468-1740 or snyderke1@sfasu.edu.